DOCUMENT RESUME

ED 232 020 CE 036 475

TITLE	Job Training Partnership Act. Implications for Educators.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Jul 83
NOTE	56p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Adult Programs; Career Education; *Economically Disadvantaged; Eligibility; *Employment Programs; Federal Aid; *Federal Legislation; *Federal Programs; *Job Training; Minority Groups; Program Administration; Secondary Education; State Aid; Youth Programs
IDENTIFIERS	*Job Training Partnership Act 1982

ABSTRACT

Information is provided for educators concerning the Job Training Partnership Act (JTPA), a federal training-for-employment act replacing the Comprehensive Employment and Training Act. The bill is reviewed, and its major provisions and titles are listed. Common terms of the JTPA are provided. Discussion follows of the governance structure at the state level and at the local level, which has three primary components: the service delivery area, the private industry council, and the job training plan. Attention is then given to federal and state funding. Other topics covered are performance standards for youth and adult programs and eligibility requirements. An estimated timetable for JTPA is included. A question and answer section highlights the JTPA issues of major importance to the educational community. The educational School-to-Employment Program (STEP) that meets the intent of JTPA is then described. Appendixes, making up almost two-thirds of the publication, contain overviews of 17 current programs congruent with the goals of JTPA. Information provided in each description includes program purpose, program characteristics, the relationship to JTPA legislation, JTPA performance standards that may be met by the program, and the address of a source for additional information. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232020

CE

Job Training Partnership Act

Implications

for

Educators

July, 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Trombley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The University of the State of New York
The State Education Department
Albany, New York

CE036475

Job Training Parntership Act
Implications for Educators

Table of Contents

	Page
Introduction and Overview	1
Job Training Partnership Act: Common Terms	2
Governance Structure	2
State Level	2
Local Level--The Private-Public Partnership	3
SDA designation	3
PIC establishment	4
Job training plan	4
Funding	5
Federal	5
Title II-A and IV (except for IV-B)	5
Title II-B, II and IV-B	6
State	6
Title II-A	6
Eight percent of Title II-A	6
Performance Standards for Youth and Adult Programs	7
Eligibility	8
Estimated Timetable for JTPA	9
Highlights of Interest to Educators	11
1. What is the role of educational representatives on the SJTPC?	11
2. What is the role of educators and educational agencies and institutions with regard to the PIC's?	11
3. What is the potential role of educational agencies and institutions as service providers?	12
4. What program activities are allowed under the 78% funds awarded to service delivery areas?	12
5. How do educational agencies and institutions not represented on a PIC react to a local SDA plan?	13
6. What standards are used for programs for youth?	13
7. May funds be used for non-public service employment?	13
8. Which provisions of JTPA will affect the availability of services for eligible disabled youth and adults?	13
9. How will the State education agency use its 8% set-aside grant?	14
Federal Provisions	14

State Directions 14
Use of funds 15
JTPA Management Advisory Group 15
Matching funds 15
Persons served and allocation of funds 16

An Example of Program Activities Allowed under JTPA 17

Appendices 19

A School-to-Employment Program 19
B Adolescent Vocational Exploration Program 21
C Comprehensive Dropout Prevention Program 23
D Basic Skills Remediation 25
E General Education Work Experience Programs 27
F Recognition of Experiential Learning 29
G Managment Team Model 31
H Career Education 33
I Expanded School Health Services Projects 35
J Family Life Education Program 37
K School-Based Counseling 39
L Vocational Education Act-Postsecondary 41
M Education Information Centers Program 43
N Program on Noncollegiate Sponsored Instruction 45
O College Proficiency Examination Program 47
P Regents External Degree Program 49
Q State-Sponsored Postsecondary Opportunity Programs 51

The Job Training Partnership Act (P.L. 97-300)
(JTPA)
Enacted: October 13, 1982
(Conference Report; Congressional Record, 9/28/82, pp. H7686-7730)

Introduction and Overview

The Job Training Partnership Act is a Federal Training-for-Employment Act enacted by Congress to replace CETA. Its emphasis is on training unskilled youth and adults. All other activities found in the Act are subordinate to training or a precursor to training. Educational agencies and institutions are an integral part of the JTPA delivery system. The stated purpose of the program is:

> To establish programs to prepare youth and unskilled adults for job entry and to train economically disadvantaged adults for jobs.

The JTPA represents a departure from conventional methods of providing local educational assistance in that most local assistance funds flow from Governors to units of local government (or consortia thereof). It establishes the Private Sector as an equal partner with local government, and shifts funds from income support to direct training services. An 8% setaside will be provided by the Governor to the State Education Department for educational coordination and services.

The most important implication of this altered distribution process is that for local educational agencies to receive funds from major JTPA sources, they must negotiate directly with Service Delivery Areas (SDA's) which are units (or consortia) of local government in partnership with Private Industry Councils. Educational agencies and institutions also have the opportunity to be involved in planning and decision-making by being represented on the State Job Training Coordination Council and on the local Private Industry Councils. The major provisions of the bill include the following five titles:

Title I--Job Training Partnership

Part A--Service Delivery System
Part B--Additional State Responsibilities
Part C--Program Requirements for Service Delivery System
Part D--Federal and Fiscal Administrative Responsibilities
Part E--Miscellaneous Provisions

Title II--Training Services for the Disadvantaged

Part A--Adult and Youth Programs
Part B--Summer Youth Employment and Training Programs

Title III--Employment and Training Assistance for Dislocated Workers

Title IV--Federally Administered Programs

Part A--Employment and Training Programs for Native Americans and Migrant and Seasonal Farm Workers
Part B--Job Corps

Part C--Veterans Employment Programs
Part D--National Activities
Part E--Labor Market Information
Part F--National Commissioner for Employment Policy
Part G--Training to Fulfill Affirmative Action Obligations

Title V--Miscellaneous

Job Training Partnership Act: Common Terms

JTPA--Job Training Partnership Act
SDA--Service Delivery Area
PIC--Private Industry Council
SJTCC--State Job Training Coordinating Council
CLF--Civilian Labor Force
CEO--Chief Elected Official of Local Government
JTP--Job Training Plan
LMI--Labor Market Information
MIS--Management Information System
LMA--Labor Market Area
TA--Technical Assistance
SEA--State Education Agency
LEA--Local Education Agency
VEA--Vocational Education Act
SMSA--Standard Metropolitan Statistical Area

Governance Structure

State Level

In order to receive financial assistance under JTPA each state must submit a Governor's coordination and special services plan for two program years, and establish a State Job Training Coordinating Council (SJTCC). In New York State, the SJTCC has been named the State Job Training Partnership Council (SJTPC). Henceforth, the initials SJTPC will be used to identify this group.

The Governor has appointed 45 members to serve on the SJTPC and has designated Mrs. Jewel Jackson McCabe as chairperson, and Lieutenant Governor Alfred B. Del Bello as vice chairperson. The SJTPC membership includes:

- o One-third from the private sector;
- o At least 20% from the State Legislature and State agencies and organizations including the SEA, the State Vocational Education Board, the State Board of Education (when not otherwise represented), the State Rehabilitation Agency, and State Postsecondary Institutions;
- o At least 20% from units or consortia of units of local government;
- o At least 20% from the eligible population and general public, organized labor, community-based organizations, and LEA's (all of whom are nominated by LEA's).

The responsibilities of the SJTPC are as follows:

- o Recommend a Governor's coordination and special service plan;
- o Recommend to the Governor substate service delivery areas, plan resource allocations, provide management guidance and review all State programs, coordinate activities with the PIC's, develop the State job training report, and recommend variations in performance standards;
- o Advise the Governor and local entities on the job training plan;
- o Review the operation of local programs and make recommendations for improved effectiveness;
- o Review and comment on the State Employment Service Plan for the State;
- o Develop the Annual Report to the Governor;
- o Identify, in coordination with appropriate State agencies, the employment and training and vocational education needs throughout the State, and comment on reports required under VEA of 1963;
- o Review plans of all State agencies providing employment, training and related activities.

Although advisement, recommendation, and review are significant roles for the SJTPC, the ultimate decision-making responsibility resides with the Governor.

Local Level--The Private-Public Partnership

The primary components related to JTPA at this level are the Service Delivery Area (SDA), the Private Industry Council (PIC), and the job training plan. They provide the medium through which the provisions of JTPA are locally implemented.

The JTPA makes the private and public sectors equal partners in local policy, planning, administration, and operation decisions. This is a significant change. It emphasizes the need to pool the resources and expertise which exist in business, industry, education and government to address the goal of improved education and training for jobs. The partnership, established by the service delivery system, provides a foundation for a truly comprehensive approach to accomplish this goal.

SDA designation. The first step in the process was the designation of SDA's by the Governor upon recommendation of the SJTPC. An SDA is a unit of local government, or combination thereof, which will promote the effective delivery of job training services representing a substantial portion of a labor market area or SMSA. Local proposals for service delivery areas have been reviewed by the SJTPC for consistency with the Act and with New York State designation guidelines. It is the policy of the State that SDA designation be determined to the extent possible at the local level. The Act requires the Governor's approval of requests to be an SDA from:

- o A unit, or combination of units, of local government with a population of 200,000 or more;
- o Any concentrated employment program grantee for a rural area which served as a prime sponsor under CETA.

State guidelines concerning SDA designation were developed to:

- o Encourage cities, towns and counties to form consortia for purposes of designation as service delivery areas consistent with natural labor market areas;
- o To discourage a single county with a population of less than 200,000 as a service delivery area;
- o To discourage a multi-county consortia with a population of less than 150,000 as a service delivery area.

Pursuant to Section 101 of the JTPA and to the recommendation of the SJTPC, Governor Cuomo has designated 34 SDA's in New York State.

PIC establishment. Within each SDA a PIC has been, or will be, established. Members are appointed by the chief elected official(s) (CEO) of a unit of local government(s), such as a county or city executive, within the SDA. The composition of the PIC, which reflects the private/public partnership, will include:

- o At least 51% from private sector business representatives. Individuals will be nominated by general purpose business organizations after consultations with other business organizations within the SDA, and the number of nominees shall be at least 150% of the number to be appointed;
- o The remainder of the members shall include representatives of educational agencies located within an SDA, organized labor, rehabilitation agencies, community-based organizations, economic development agencies, and the public employment service. Selection of individuals for appointment as education representatives will occur following the nomination of representatives by local educational agencies, vocational education institutions, institutions of higher education, proprietary schools, or general organizations of such agencies, institutions, or schools.

The Governor has sent to chief local elected officials for each SDA a copy of Guidelines for the Appointment and Certification of a Private Industry Council. Within 30 days after accepting designation as an SDA, the chief local elected official must submit a request for certification and charts which list the members required by law and which summarize the nomination process. The Governor has adopted a recommendation from the SJTPC to the effect that joint private industry councils be formed wherever a city has been designated as an SDA and is situated geographically within another SDA.

Job training plan. Each PIC will work in partnership with the chief elected official(s) to determine procedures for the development of the local SDA plan, and to select a grant recipient and an entity to administer this plan. In addition, they must cooperatively oversee the actual development of this plan and monitor its implementation.

A local SDA plan must address two program years and meet the following requirements:

- o Indicates the administrative entity;
- o Describes services to be provided;

- o Describes procedures for selection of eligible participants (see page 8);
- o Establishes performance goals (see page 7);
- o Describes procedures by which service providers will be selected, including how appropriate educational agencies in the SDA will be provided the opportunity to deliver services;
- o Includes detailed budget for two program years, and any proposed expenditures for the succeeding two program years;
- o Describes compliance with coordination criteria contained in the Governor's coordination and special service plan;
- o Indicates coordination of program efforts if more than one SDA is included within a single labor market area;
- o Assures for proper dispersal and accounting of funds;
- o Indicates procedures for submission of Annual Report to the Governor.

A local SDA plan must be available for review by the State Legislature, local educational agencies and other public and private organizations at least 120 days before the beginning of the first of the two program years covered by the plan. At least 80 days before the expected initiation of the plan, it must be submitted to the Governor for approval.

The JTPA will eventually operate under a "program year" which would start on July 1 and end on June 30. This varies from the past practice of using the Federal fiscal year (October 1-September 30) and is designed to give local program decision makers advance knowledge of the funds they will receive, since Congress will normally appropriate funds by October 1 for the twelve-month period that begins the following July 1. CETA legislation expires on September 30, 1983 and JTPA begins on October 1, 1983. To accommodate the change to program-year operation, the law sets up a nine-month transition period from October 1, 1983 to June 30, 1984. A local SDA plan with the aforementioned characteristics must be developed and submitted by August 31, 1983. The 80--day and 120-day time limitations do not apply to the initial nine-month plan.

Funding

Federal

Four distinct appropriations will be made to carry out the provisions of JTPA. These appropriations will be distributed among the titles of the Act as follows: 1. Title II-A and Title IV (except for Title IV-B); 2. Title II-B; 3. Title III; and 4. Title IV-B.

Title II-A and Title IV (except for part B) will receive the largest allocation for adult and youth programs and federally administered programs, respectively. Ninety-three percent of this appropriation will be allocated to the states under Title II-A, according to the following formula:

- o One-third on the basis of the number of persons living in an area of substantial unemployment (in excess of 6.5%);
- o One-third on the basis of the relative number of unemployed persons in excess of 4.5% of the civilian labor force residing in each state;

- One-third on the basis of the relative number of economically disadvantaged within the state;

The remaining 7% of this first appropriation, will be disbursed to parts A, C, D, E, F and G of Title IV, and will be administered federally.

Title II-B, III and IV-B will receive three separate smaller appropriations for summer youth employment and training programs, dislcoated workers, and job corps, respectively. Within Title II-B, PIC's are given the same planning and administrative responsibilities identified in Title II-A. Title III suggests, but does not require, that PIC's be used to identify eligible participants, provide information on job opportunities, and recommend programs.

Full-scale funding for JTPA will begin on July 1, 1984. The Secretary of Labor is authorized to make grants of up to $80,000 to PIC's who are established and certified before the beginning of the transition period (10/1/83) to develop their nine-month local SDA plan. Additional formula-distributed funds will be provided to perform required functions during the transition period of October 1, 1983 to June 30, 1984.

State

Based on figures released by the U.S. Department of Labor on April 4, 1983, New York State's allotments of JTPA funds are as follows: $133,886,884 for Title II-A, $50,848,855 for Title II-B, and $10,214,448 for Title III. This money will be sent to the Governor's office as three separate block grants. For the purposes of this document primary attention will be given to Title II-A funds.

Title II-A. The Governor must allocate the Title II-A funds in the following manner:

- Seventy-eight percent to be distributed by formula to designated service delivery areas.
- Eight percent set aside for State Education Department programs.
- Three percent for State programs for older workers. (55 and over)
- Six percent for State disbursed incentive grants for delivery areas exceeding performance standards including programs serving hard-to-serve individuals.
- Five percent for Governor's administration: auditing, coordination of Title II, and the SJTPC.

Eight percent of Title II-A funds received by the State Education Department, will be subject to the following breakdowns:

- Eighty percent for matching grants to SUNY, CUNY, BOCES, school districts, independent postsecondary institutions, and other educational and cultural agencies and institutions to provide direct education and training services to complement those to be offered by an SDA pursuant to a local SDA plan.
- Twenty percent for State coordination and planning of education and training services, grant management, monitoring, linkages activities,

development of model projects, technical assistance and other administrative functions.

The 80% funds under this section must be matched with funds outside of JTPA. Any of the 80% money not used for cooperative agreements will revert to the Governor. Allowable activities within these agreements could include: job counseling, skills training, literacy training, use of technology for education and job training, and development and demonstration of special exemplary youth programs Examples of sources of matching funds are: State school aid resulting from reenrolling dropouts in school districts; college full-time equivalency aid; endowment and related expenditures by nonpublic postsecondary institutions; Tuition Assistance Program grants for JTPA clients in degree programs; and in-kind contributions--such as, donated services or the use of specialized facilities and equipment--by local educational entities, employer sites, and related establishments. It should be noted that 8% funds provided through cooperative agreements with the State Education Department are distinct from the share of the 78% allocation received by each SDA.

Details on the State Education Department policy related to the 8% funds can be found in the answer to question #9 in the section entitled Highlights of Interest to Educators.

Performance Standards for Youth and Adult Programs

JTPA requires that performance standards be included in the development of local SDA plans. The Secretary of Labor has established initial performance standards with parameters establishing acceptable variations in those standards, and each Governor has the ability to prescribe appropriate variations within these parameters. If a program fails to meet performance standards, the Governor has the power to impose a reorganization plan.

For adult programs the basic measure is the increase in employment and earnings and reductions in welfare dependency resulting from participation in JTPA programs. The following factors are to be considered:

- Placement in unsubsidized employment.
- Retention in unsubsidized employment.
- The increase in earnings, including hourly wages
- Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments.

Youth programs can also use the basic measure and specific factors identified for adult programs. In addition, youth program performance standards could include:

- Attainment of employment competencies recognized by the PIC
- Elementary, secondary and postsecondary school completion or the equivalent
- Enrollment and other training programs or appenticeships, or enlistment in the Armed Services.

Seven interim performance measures have been selected for setting performance standards for training programs under Title II-A as well as for programs under Title III. The proposed measures for adults are the entered employment rate, cost per entered employment, average wage at placement, and welfare recipient entered employment rate. Measures for youth include entered employment rate, positive termination rate, and cost per positive termination.

The State Education Department has also proposed performance standards with extra credit weightings for placement of participants who were determined to be most-in-need during intake and assessment. This proposal establishes job placement and increased earnings as the desirable final participant outcomes as well as recognizes the extent of the investment a program makes in participants to bring different individuals to these final objectives. For the initial nine-month transitional period SDA's will not be penalized for their performance but awards for high performance can be made.

Eligibility

Eligibility requirements for individuals participating in training through a local SDA plan include:

- Economically disadvantaged:
  - Youth, ages 14-15 (in pre-employment skills training programs);
  - Youth ages 16-21;
  - Adults, ages 22 and older;
- Up to a 10% economic disadvantaged waiver for limited English proficiency, displaced homemakers, dropouts, teenage parents and others who have "encounted barriers to employment" such as people with handicapping conditions.

3478

Estimated Timetable for JTPA

1982	
October	JTPA legislation was enacted.
December	Secretary of Labor published proposed regulations establishing state job training coordinating councils and designating local service delivery areas.
	Secretary of Labor published proposed regulations establishing new PIC's.
1983	
January	Secretary of Labor published final regulations establishing state councils and designating SDA's (these became effective 30 days after publication)
	Secretary of Labor published final regulations establishing new PIC's (effective 30 days later)
	Secretary of Labor published proposed regulations for Titles II and III, the core training program for disadvantaged adults and youth (including summer youth).
March	Secretary of Labor published final Title II regulations (effective 30 days later).
April 1	Secretary of Labor established initial performance standards for the period October 1, 1983 to June 30, 1984 (the nine-month initial plan period).
April-June	Governor appoints SJTPC and designates SDA's.
	Nomination, appointment, and Governor's certification of new PIC's.
	New PIC's convene; select chairs; determine procedures and by-laws; receive PIC transition planning grants from DOL, hire staff; review local program operations and formulate general policy positions (prior to planning discussions with local government); and develop an agreement with the local elected official on how the local SDA plan will be developed.*
	States publish planning guidance for local SDA's, including program coordination criteria, local planning allocations, etc. (Final federal allocations expected May 15).*

*Used to identify when certain activities are likely to occur. These estimated dates are not in the legislation.

June-August	Local SDA plan is developed and circulated for public review. (The plan will contain PIC/SDA agreements on who locally shall be grant recipient, and who shall administer).
	States finalize any guidance or regulations needed for local planning.
August 15	Local SDA plans must be jointly submitted by PIC's/chief local elected officials to Governors.
September	States review, approve local SDA plans.
	States submit state job training plan to DOL.*
	All CETA activity ends by September 30.
October 1	All regulations, plans (state and local) for new job training system go into effect.
	Congress appropriates job training funds for fiscal year 1984 which applies to the program year beginning July 1, 1984.
November-December	Secretary of Labor issues funding allocations to states for program year 7/1/84 - 6/30/85; states issue preliminary funding allocations to service delivery areas.*
	PIC's and local elected officials develop agreement on how two-year local SDA plan will be developed.*
1984	
Winter '83-'84	Local SDA plan is developed; plan will contain two-year PIC/SDA agreements on who locally shall be grant recipient, and who shall administer.*
March 1	Local SDA plan is circulated for public review.
April 10	Two-year local SDA plans must be jointly submitted by PIC/local elected officials to Governors.
April-June	States review, approve local SDA plans.
July 1	Program year 1984 begins under two-year local SDA plans.
	Sanctions related to program performance standards go into effect.

*Used to identify when certain activities are likely to occur. These estimated dates are not in the legislation.

Highlights of Interest to Educators

Educators and educational agencies can play a major role in the planning and implementation of JTPA. Not only do representatives of the educational community serve on the SJTPC and PIC's, educational agencies are also intended to be service providers to the target populations outlined in the legislation. The following questions highlight the JTPA issues which are of major importance to the educational community.

1. What is the Role of Educational Representatives on the SJTPC?

At least 20% of the membership of the SJTPC will comprise the eligible population, general public, organized labor, CEOs, and representatives of local educational agencies nominated by local educational agencies. The State Education Department, as a statutory member of the SJTPC, will also actively contribute to the work of the Council. Since the purpose of the Council is to plan, coordinate and monitor programs and services on a statewide basis, it is important for educators elected to the Council, representing the statewide educational community, to assist in the development of policies which best reflect the needs and capabilities of local educational agencies throughout the State.

The Governor has appointed 45 members to the SJTPC. Educational agencies should work through existing organizations/affiliations to nominate individuals to the SJTPC when openings arise.

2. What is the Role of Educators and Educational Agencies and Institutions with Regard to the PIC's?

Educational representatives will be selected to serve on local PIC's from educational agencies and institutions in a particular Service Delivery Area including:

- o Public elementary and secondary schools and BOCES
- o Vocational Education Institutions
- o Institutions of higher education
- o Private schools
- o Proprietary schools

Nominations are made to the chief elected official in the SDA. Representatives are nominated by their respective groups. The chief local elected official(s) appoints PIC members and determines the initial size of the PIC. Since PIC's may vary in size, local educators must be aware of their role to insure their equitable participation.

Each PIC is responsible, in partnership with the chief local elected official, for determining procedures for the development of the local SDA plan. It is therefore imperative that representatives of educational agencies, especially those seeking to be service delivery providers, have a role in establishing local priorities and in developing this plan for delivering services.

Since the Law does not specify nomination procedures, it is incumbent on local educational agencies in a particular SDA to communicate among themselves regarding a process for nominating representatives to the PIC. There should also be communication with, and monitoring of, the local SDA, to insure adequate and representative membership on the PIC for the educational community.

3. **What is the Potential Role of Educational Agencies and Institutions as Service Providers?**

Seventy-eight percent of Title II-A funds under JTPA are for job training and made available to SDA's to provide services to target groups according to a local SDA plan developed according to local PIC procedures and approved by the governor. Appropriate educational agencies in a particular Service Delivery Area shall be provided the opportunity to provide educational services, unless it is shown that other agencies would be more effective or would have greater potential to enhance the participants continued occupational and career growth (Section 107(c)). Involvement of educational agencies will also be encouraged through the use of the 8% of Title II-A funds set-aside for State Education Coordination and Grants. Provision of services to eligible JTPA clients as part of the local SDA plan will be stressed.

Educational agencies must, therefore, identify or develop programs which specifically address the needs of the target groups cited in the local SDA plan. Educational agencies should also adequately describe and demonstrate the programs they will use to provide services to the target groups, thus insuring their selection as Service Delivery Providers. A pro-active involvement in the development of the local SDA plan, together with a comprehensive and professional coordination of the delivery of services, will make educational agencies better able to serve their targeted populations.

4. **What Program Activities are Allowed Under the 78% Funds Awarded to Service Delivery Areas?**

The following activities are allowed under Title II-A. Service delivery providers may engage in any of the activities which meet the needs described in a local SDA plan. Educational agencies are encouraged to contact an educational representative or the chair of their PIC in order to become aware of the local SDA plan when it is available and to consider how they can become deliverers of appropriate services. These activities are mentioned in two sections of the legislation, sections 204 and 205. The activities are listed and numbered to match their numeration in the law.

Section 204, Services which may be made available to youth and adults with funds provided under Title II-A.

1. job search assistance
2. job counseling
3. remedial education
4. skills training
5. on-the-job-training (public and private sector)
6. combination on-the-job-training -classroom training
7. training programs operated by private sector
8. outreach programs
9. surveys/labor market information
10. programs to develop work habits
11. supportive services
12. upgrading and retaining
13. education-to-work transition activities
14. literacy training
15. work experience
16. vocational exploration
17. GED instruction
18. job development
19. employment generating activities
20. pre-apprenticeship programs
21. information dissemination
22. use of advanced learning technology for education, job preparation, skills training
23. development of job openings
24. on-site industries specific training program supportive of industrial and economic development
25. followup activities
26. program coordination
27. needs-based payments
28. customized training

Section 205, Special Exemplary Youth Programs. Programs must meet legislative specifications in the following areas:

(b) "Education-for-employment" program for youth
(c) Preemployment skills training program
(d) Entry employment experience program for youth
(e) School-to-work transition assistance program

5. How Do Educational Agencies and Institutions Not Represented on a PIC React to the Local SDA Plan?

Educational agencies and institutions not directly represented on a PIC can review their local SDA plan for the nine-month transition period (to start on October 1, 1983) by contacting the chairperson of, or an educational representative on, their PIC.

Not less than 120 days before the beginning of the first two-year program cycle (starting 7/1/84), appropriate local education agencies and other public agencies in a Service Delivery Area will be given the opportunity to review and comment on the local SDA plan, and given the opportunity to provide educational services described in the plan.

6. What Standards are Used for Programs for Youths?

In addition to initial performance standards established by the Secretary of Labor (see pages 7 and 8), all educational programs for youth under Title II, including the awarding of academic credit, shall be consistent with applicable State and local educational standards. The Education Department supports performance assessment that reflects the developmental processes young people undergo and will develop a system of credentials to recognize attainment of youth's intermediary achievements to reach the longer term objective of employment as an adult.

7. May Funds be Used for Non-Public Service Employment?

No funds may be used to subsidize employment with any private-for-profit employer unless the individual employed is an economically disadvantaged youth aged 16 to 21. Thirty percent of the total may be used for administrative costs and stipends, with no more than 15% of the 30% supporting stipends. The rest of the funds must be used to provide direct educational services.

8. Which Provisions of JTPA Will Affect the Availability of Services for Eligible Disabled Youth and Adults?

The following are specific provisions of JTPA which may be of interest to organizations and individuals concerned with meeting employment and training needs of the disabled.

- Each local Service Delivery Area must establish a Private Industry Council which is to provide policy guidance on how funds will be administered and programs managed at the local level. Section 102 of the legislation specifically states that, among others, each council shall consist of representatives of rehabilitation agencies and community-based organizations. By law, community-based organizations include

private nonprofit vocational rehabilitation agencies, rehabilitation facilities and agencies serving the handicapped.

- To be eligible for participation in programs receiving assistance under Title II of the Act, an individual must be economically disadvantaged. However, section 203 of the Act allows local discretion in providing services to individuals who are not economically disadvantaged if such individuals have encountered barriers to employment. Up to 10 percent of participants in all programs in a service delivery area can receive assistance under this waiver, and individuals who are eligible include the handicapped.

- The definition of economically disadvantaged includes an adult handicapped individual whose own income meets criteria for economically disadvantaged, but who is a member of a family whose income does not meet such criteria. The Secretary of Labor is expected to identify cases where these criteria will be permitted.

9. How Will the State Education Agency Use Its 8% Set-Aside Grant?

Federal Provisions

In framing the Job Training Partnership Act the Congress signified its intent to coordinate JTPA with programs operated by the educational systems of the States. Consequently the Congress instituted special provisions to foster this linkage.

One significant provision was the adoption, beginning July 1, 1984, of a program year identical with that of the educational program year. A second important provision was the inclusion, within the Governor's 22% set-aside, of the 8% for State Education Coordination and Grants.

State Directions

The State Education Coordination and Grants (8%) program is seen as the principal mechanism for integrating education agency activities with local efforts under JTPA. The thrust of the 8% program is to marshall the resources of educational agencies and institutions on an Economic Development Region basis to train and retrain the State's work forces. Use of educational agencies and institutions will provide necessary additional funding from State and local resources toward the objectives of the local SDA plan. The State Education Department will assist in identifying matching funds from the educational system.

The State Education Department will require educational agencies and institutions to work closely with the SDA to meet their responsibility, through the local SDA plan, to provide education and training to in-school and out-of-school JTPA-eligible youth. Activities which develop from these efforts must meet State standards of quality applicable to education agencies. Performance assessment that meets quality standards will be an important component of the local SDA plans.

Regional centers to promote education and training programs in support of economic development will be established by using 8% funds available for coordination activities. The functions and activities of the regional centers will be

designed by a committee which represents various educational agencies and institutions which serve the same economic development and labor market area. The regional center will serve as a mechanism to promote the development of the 8% component of the local SDA plans, to identify and consolidate resources and agencies to provide specific services to the various target populations, and to assist SDA's in meeting State educational standards required by the Act.

JTPA Management Advisory Group. A JTPA Management Advisory Group comprised of representatives of the education and training service delivery system will be established to assist the Department in performing its responsibilities under the statute. Membership in the JTPA Management Advisory Group consists of representatives from post-secondary institutions such as SUNY, CUNY, and the Commission of Independent Colleges and Universities; BOCES; school districts; vocational rehabilitation agencies; libraries and other cultural agencies; and from teacher and faculty professional organizations. The main function of the JTPA Management Advisory Group will be to advise the Department in making allocations and setting overall policy for the use of the 8% funds with a view to ensuring that employment and training programs are integrated with economic development.

Use of funds. The Title II-A eight percent State Education Department set-aside will be subject to the 20% and 80% breakdown provided in the statute.

1. Twenty percent of the State education set-aside will be used for statewide services to include:

   - o State administration, coordination, monitoring and technical assistance;
   - o A network of regional centers to link JTPA, educational agencies, and economic development efforts;
   - o Grants for innovative demonstration projects with a statewide, or even national, impact.

2. Eighty percent of the State education set-aside. which must be matched by other than JTPA funds, will be allocated to educational agencies and institutions to provide education and training services to eligible JTPA clients as part of local SDA plans. Such programs are a part of a continuum of services needed to enable disadvantaged persons to find, seek, and keep jobs. Program categories could include:

   - o Outreach and recruitment;
   - o Intake and assessment;
   - o Training in basic skills;
   - o Occupational training;
   - o Counseling and support services;
   - o Placement and follow-up.

Matching funds. According to section 123(b) of the act, the 80% of the 8% funds for direct services must be matched by other than JTPA resources at the State and local level. Attendance-based formula aid, BOCES aid, community college FTE (full-time equivalent) aid and TAP (Tuition Assistance Program) might be appropriate. Others might include State grants-in-aid such as the New York State High School Equivalency Program and other State categorical grants. In-kind contributions including depreciation costs and donated services, property, or equipment may also be considered. The State Plan for the 8% funds includes a listing of educational expenditures which can be matched with JTPA funds.

Persons served and allocation of funds. There is a requirement that three-fourths of the 8% funds serve the economically disadvantaged. One fourth can be used to serve other participants under the Act, such as displaced workers.

Funds will be allocated among Economic Development Regions according to the relative education and training needs in those regions. Advice concerning this allocation will be provided by the JTPA Management Advisory Group. Within each region, planning estimates prepared by the Department in consultation with the JTPA Management Advisory Group will allow educational agencies and institutions to work cooperatively with the SDA administrator in the development of local SDA plans to include 8% programs.

The 80% portion of the 8% funds will be allocated to local educational agencies and institutions according to a formula that targets funds on three broad program priorities:

- Sixty percent of the funds will be targeted for programs providing basic skills instruction for in-school and out-of-school youth and adults.

- Twenty-five percent of the funds will be used to link with vocational training programs at school districts, BOCES, and community colleges to support regional economic development as well as to help disadvantaged youth and adults obtain employment.

- Fifteen percent of the funds will be used to support programs for handicapped youth to assist them in the transition from school to employment.

The 8% State Education Coordination and Grants program provides an opportunity for the development of exemplary programs which combine the strengths of the education system with those of the employment and training system. Another option might be to use the funds to assist educational agencies to secure subcontracts from SDAs as service providers (three-way match).

An Example of Program Activities

Allowed under JTPA

Educators and educational agencies and institutions can play a major role in the implementation of JTPA by providing services to JTPA-eligible persons. A starting point in providing such services is to recognize successful practices of ongoing programs that fulfill the intent of JTPA. Although JTPA is a new bill, many of the needs it addresses and program activities allowed for the award of funds, are currently reflected in operations in the educational system. Title II-A of the act provides funds to advance education and training goals for disadvantaged youth and adults that could be delivered by educational agencies and institutions, and other State and local programs. Under section 203, at least 40% of all Title II-A funds received by SDA's must be devoted to serve disadvantaged youth. Twenty-one percent of these funds would be available for training to adults. Eight percent of Title II-A allocations will be available for State coordination, planning and special projects concerning education and training services under JTPA, and for matching grants to educational agencies and institutions for education and training services as part of local SDA plans.

The following paragraphs describe a proven education program which meets the intent of JTPA: The School-to-Employment Program (STEP). It was chosen as an example of a program that could be used to provide services to JTPA-eligible persons and to illustrate how such a program may relate to sections of the act and to the meeting of performance standards imposed by the act on Service Delivery Areas. This information is designed to assist program planners as they consider how educators can participate in the Job Training Partnership Act. An overview of STEP and of other current programs congruent with the goals of JTPA are provided in appendices as additional examples of allowable program activities. The reader is encouraged to relate any of these other programs to JTPA as we have done in the following paragraphs with STEP, as an aid to understanding JTPA and programs that may operate with JTPA funding.

The School To Employment Program is a school-based work-study program designed to develop the basic education and employability skills of students, ages 14-17, identified as potential school dropouts. A STEP program combines academic instruction and work experience in an effort to encourage dropout-prone students to stay in school and graduate, or to equip them with the employability skills needed to obtain employment if they choose to leave school. To accomplish these goals a STEP program seeks to upgrade student achievement in reading, writing, and mathematics, to foster positive student attitudes, and to develop employability skills.

STEP programs are determined by pupil needs, have no required subjects, and include the following components: intensive remedial instruction in basic skills; daily career guidance/group counseling; daily work experience; required parental involvement; and required community advisory committee involvement.

STEP is related to JTPA legislation in many ways. STEP is training for youth: 70% of Title II-A funds for SDA's must be used for training costs (section 108(b)(1)) and 40% of Title II-A funds for SDA's must be used for services to youth (section 203(b)(1)). STEP involves several program activities which are allowed

under the 78% funds to be awarded to Service Delivery Areas (section 204): remedial education, work habits, education/work transition, work experience, and vocational exploration. STEP or an adapted form of STEP may also qualify for JTPA funds for special exemplary youth programs. Section 205 provides legislative specifications for the funding of such programs under the following headings: education-for-employment program, preemployment skills training program, entry employment experience program, and school-to-work transition assistance program.

STEP may result in a Service Delivery Area meeting several of the performance standards required in section 106 of the act. A young person may be placed in unsubsidized employment as a result of STEP (section 106(b)(1)(A)). STEP may provide a young person with the skills to retain unsubsidized employment (section 106(b)(1)(B)). In developing a youth's employability skills STEP will probably result in the attainment of employment competencies recognized by the PIC (section 106(b)(2)(A)). STEP will also contribute to a young person's attainment of a high school diploma (section 106(b)(2)(B)) since participants are enrolled in school and earning academic credit which may be applied toward diploma requirements. As a result of STEP, a participant may be helped to enroll in other training programs or apprenticeships, or helped to enlist in the Armed Forces (section 106(b)(2)(C)).

3478-a

Appendix A

School To Employment Program

The School to Employment Program is a school-based work-study program designed to develop the basic education skills and employability skills of students, ages 14-17, identified as potential school dropouts. This approach was developed in 1961 following the completion of a thorough six year "Hold Power" study done by the Bureau of Guidance. A major finding of this study was that potential dropouts can be systematically identified before they drop out at age 16. During the ten year period, 1962-72, STEP programs were operated in over 60 school districts and served approximately 1800 pupils per year. Follow-up studies found that five years after program involvement one out of three dropout-prone pupils graduated from high school, and more than two out of every three pupils were employed. Procedures and requirements for STEP programs can be found in Education Law 4606 and Commissioner's Regulation 141.8.

Purpose

A STEP program combines academic instruction and work experience in an effort to encourage dropout-prone students to stay in school and graduate, or to equip them with the employability skills needed to obtain employment if they chose to leave school. To accomplish these goals a STEP program seeks to upgrade student achievement in reading, writing, and mathematics, to foster positive student attitudes, and to develop employability skills.

Program Characteristics

- Intensive remedial instruction in basic skills;
- Dailer career guidance/group counseling;
- Daily work experience, onsite supervision and bi-weekly worksite evaluations;
- Pupil programs determined by pupil needs; there are no required subjects;
- A two-tier wage system with public employment wages purposely kept below private employment minimum wages;
- Required parental involvement;
- Required community advisory committee involvement.

Relationship of STEP to JTPA Legislation

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for costs of training;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (3) Remedial education;
- Section 204 (10) Work habits;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experience;
- Section 204 (16) Vocational exploration;
- Section 205 (b) Education for employment;
- Section 205 (c) Preemployment skills for 14 year old youth and older;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School/work transition.

JTPA Performance Standards That May be Met by STEP

- o Section 106 (b) (1) (A) Placement in unsubsidized employment;
- o Section 106 (b) (1) (B) Retention in unsubsidized employment;
- o Section 106 (b) (2) (A) Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) (B) Secondary-school completion; or the equivalent thereof;
- o Section 106 (b) (2) (C) Enrollment in other training programs or apprenticeships, or enlistment in the Armed Forces.

For Further Information Contact:

Guidance Unit
State Education Department
Albany, New York 12234
(518) 474-6943

Appendix B

Adolescent Vocational Exploration Program

The Adolescent Vocational Exploration (AVE) Program is a career education program for youth who are, or who are "at risk" of becoming, school dropouts, unemployed young adults, or youthful offenders. Through a combination of community exploration and classroom counseling and instruction, youth learn to use the resources within their communities to obtain information about careers. The summer component of the program consists of twelve hours per week of classroom instruction on career skills, life skills and basic skills and twelve hours per week in which students explore community resources to gather information concerning their career and educational goals. Students are paid a stipend for an eight week term in the summer component. The fall component, conducted after school and on Saturdays, focuses on remediation activities and continued vocational explorations in the community.

Purpose

The purpose of the AVE program is to help 14 to 17 year-old participants to increase their future job and career opportunities through a program of career exploration, counseling and classroom instruction. Youth learn to use the resources within their communities to obtain information about careers. For example, participants can interview people from business and industry; visit schools, colleges and universities; conduct research in local libraries; and use other community resources to learn about careers in which they are interested. As a result of the AVE program, participants increase their understanding of the relationship between education and a career, identify the skills they need to succeed in an occupation, increase their knowledge of a variety of potential occupations, and start to define their personal career goals.

Program Characteristics

- AVE uses an experience-based career education model which integrates learning in career skills, life skills and basic skills;
- The experience-based career education model requires youth to become involved in their community while assuming a productive role, an activity which may result in both short- and long-term rewards for a young person;
- Through school credit that may be awarded and as a result of the learning that has taken place, AVE participants experience accomplishment in the educational system, which may serve to strengthen their return to and participation in school;
- AVE participants become involved with private sector employers, the primary source of jobs, as resource persons in community exploration.

Relationship of AVE to JTPA Legislation

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for training costs;

- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (1) Job search assistance;
- Section 204 (2) Job counseling;
- Section 204 (3) Remedial education;
- Section 204 (10) Programs to develop work habits;
- Section 204 (11) Supportive services;
- Section 204 (13) Education-to-work transition activities;
- Section 204 (16) Vocational exploration;
- Section 204 (21) Diseminating information on program activities to employers;
- Section 204 (25) Follow-up services with participants placed in unsubsidized employment;
- Section 205 (b) Education-for-employment program;
- Section 205 (c) Preemployment skills training program;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School-to-work transition assistance program.

JTPA Performance Standards That May be Met by AVE

- Section 106 (b) (2) (A) Attainment of employment competencies recognized by the private industry council;
- Section 106 (b) (2) (B) Secondary school completion.

For Further Information Contact:

Adolescent Vocational Exploration (AVE) Program
Room 967 EBA
State Education Department
Albany, New York 12234
(518) 474-6943

Appendix C

Comprehensive Dropout Prevention Program

Students identified as potential dropouts, currently enrolled in grades 9-12, are provided an educational program designed to meet their unique educational, personal-social, and career planning needs. Students study the subjects required for graduation in classes geared to their present capacities in each subject. Remediation is provided as necessary. Some individuals may enroll in some classes in the regular school curriculum. Occupational education may be offered. Classes are small, 15 or less.

Classes and seminars are also offered to respond to the life histories of these students. Included are consideration of major problems which affect youth such as teen-age pregnancy, substance abuse, poor interpersonal relationships, and changes in family structure. Career education is stressed. Instruction in the techniques of effective interpersonal relations is offered since potential dropouts have usually had negative experiences with their peers, families and various authority figures.

Purpose

The essential aim is to create an emotionally comfortable yet educationally productive opportunity to which students can securely commit themselves with the reasonable expectation that they will succeed and graduate.

Program Characteristics

- Counselors, teachers, administrators, parents, students, and representatives of community-based organizations nominate students who are predicted to become dropouts based on past school behavior and educational progress;

- Teachers are assigned from among volunteers who have demonstrated the capacity to relate well with low-achieving or potentially disruptive students and who are also competent in their subject area;

- School counselors are assigned so as to be readily available to students to assist them with personal, educational, and career concerns. Pupil support services are designated to monitor and encourage regular attendance;

- The program is offered in space exclusively reserved for its students and faculty. Students and staff as a community determine together how to organize the space and also the rules that govern behavior in "their" area;

- Programs to enable parents to understand and support the efforts of school personnel are provided. Parents are informed regularly and frequently of student progress. Parental permission is required for program enrollment. Sessions on topics of special interest to parents may be offered.

Relationship of Comprehensive Dropout Prevention Program to JTPA Legislation

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for training costs;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (3) Remedial education and basic skills training;
- Section 204 (10) Programs to develop work habits;
- Section 204 (11) Supportive services;
- Section 204 (13) Education-to-work transition activities;
- Section 204 (15) Work experience;
- Section 204 (16) Vocational exploration;
- Section 204 (20) Preapprenticeship programs;
- Section 205 (b) Eduation for employment program;
- Section 205 (c) Preemployment skills training program
- Section 205 (d) Entry employment experience program
- Section 205 (e) School to work transition assistance program

JTPA Performance Standards That May be Next by the Comprehensive Dropout Prevention Program

- Section 106 (b) (2) (A) Attainment of employment competencies recognized by the private industry council;
- Section 106 (b) (2) (B) Secondary-School completion;
- Section 106 (b) (2) (C) Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information Contact:

Division of Child Development, Parent Education, and Pupil Support Services
State Education Department
Albany, New York 12234
(518) 474-5807

Appendix D

Basic Skills Remediation

Regulations of the Commissioner of Education require secondary schools to provide appropriate remedial instruction to students obtaining scores below a certain point on preliminary competency tests in reading comprehension and writing, and on the Regents competency test in mathematics. More than 200,000 secondary students are served by remedial programs which are supervised from four regional offices and New York City. All of these youth, who are 14 and over, may be considered as future "JTPA-eligible" youth since their educational deficiency represents a considerable "barrier to employment", one of the eligibility requirements for participating in JTPA-funded programs. In addition, many of these same youth in remedial programs will qualify for JTPA programs because of economic disadvantage.

Purpose

The purpose of basic skills remediation is to provide instruction to students who score below certain points on competency tests, for the purpose of enabling them to achieve a satisfactory score on examinations in the basic skills required for a high school diploma.

Program Characteristics

- Individual remediation programs are developed for students;
- Parents and the student are notified as to the content and scope of the student's program;
- Remedial instruction begins no later than the beginning of the semester after the competency test was given;
- Procedures are in place to terminate student participation in remedial programs based on compelling evidence that he or she has mastered the skills needed to meet diploma standards in the basic skills;
- Funds to administer remedial programs come from local, State and Federal sources. These various funding sources also represent possible sources of funds to meet JTPA matching requirements;
- Funds for remedial programs have been targeted to special groups of youth (e.g., migrant youth both in and out-of-school) and have been used to link with services necessary to provide a comprehensive program to youth (e.g., clothing, medical care, nutrition, counseling and parent involvement).

Relationship of Basic Skills Remediation to JTPA Legislation

- Section 204 (3) Remedial education;
- Section 205 (c) Preemployment skills training program;
- Section 203 (b) (1) 40% of Title II-A funds to SDA's for services to youth;

- Section 108 (b) (1) 70% of Title II-A funds to SDA's for training costs;
- Section 202 (b) (1) 8% of Title II-A funds for State education coordination and grants;
- Section 123 State education coordination and grants.

JTPA Performance Standards That May be Met by Basic Skills Remediation

- Section 106 (b) (2) (A) Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) (B) Secondary-school completion, or the equivalent thereof;
- Section 106 (b) (2) (C) Enrollment in other training programs or enlistment in the Armed Forces

For Further Information Contact:

Division of Educational Opportunity Programs
883 EBA
State Education Department
Albany, New York 12234
(518) 474-1144

Appendix E

General Education Work Experience Programs

The General Education Work Experience Program (GEWEP) has operated in New York State since 1945. More than 300 junior and senior high schools in New York State are operating General Education Work Experience Programs which have received three year approvals from the State Education Department's Division of General Education Curriculum Development. General Education Work Experience Programs are open to students 16-21 years of age.

The Work Experience and Career Exploration Program (WECEP) is a Federal Labor Department-initiated program established under Title 29, Chapter V, Part 570 of the Code of Federal Regulations, November 5, 1969. Work Experience and Career Exploration Programs are open to students 14-15 years of age. Commissioner's regulations provide different limits on the number of hours that can be worked and different record-keeping procedures for the two age groups served by GEWEP and WECEP. There are more than 100 approved Work Experience and Career Exploration Programs operating in New York State.

Purpose

To provide an alternative program for students which will help to develop life skills, coping skills, and basic educational competencies. To help students learn about the world of work while in a program where they can earn money as well as academic credit.

Program Characteristics

- All general or academic education students are eligible;
- A certified teacher or guidance counselor with sufficient released time to comply with the instructional schedule serves as a coordinator for the program;
- At least one period per week of related classroom instruction or counseling taught by a certified teacher or guidance counselor is provided in addition to once a month visitations to work stations;
- Academic credit is granted for hours on the job and a minimum of 1 hour per week of related classroom instruction. Maximum of two units of credit in Group 3 electives is awarded toward the high school diploma;
- A written training agreement is signed by coordinator, employer, student and parent/guardian;
- A wide variety of jobs are available which incorporate progressive learning situations under a written training agreement;
- Employment may not interfere with schooling, health or the well-being of minors.

Relationship of General Education Work Experience Programs to JTPA

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for training costs;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (1) Job search assistance;
- Section 204 (2) Job counseling;
- Section 204 (3) Remedial education;
- Section 204 (5) On-the-job training;
- Section 204 (7) Training programs operated by the private sector;
- Section 204 (10) Programs to develop work habits;
- Section 204 (11) Supportive services;
- Section 204 (13) Education-to-work transition activities;
- Secton 204 (15) Work experience;
- Section 204 (19) Employment-generating activities;
- Section 204 (23) Development of job openings;
- Section 205 (b) Education for employment program;
- Section 205 (c) Preemployment skills training program;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School-to-work transition assistance program.

For Further Information Contact:

General Education Work Experience Program
Bureau of School Registration
Room 663 EBA
State Education Department
Albany, New York 12234
(518) 474-5923

Appendix F

Recognition of Experiential Learning

The State Education Department evaluates vocational exploration projects to determine whether they meet standards of program quality equal to that of an elective course in a secondary school. In recognition of the value of the experiential learning provided by these projects, the State Education Department recommends to principals of schools that project participants attend, that they receive elective credit at the secondary-school level (grades 7-12) which, for high school students (grades 9-12), may be applied toward high school diploma requirements.

Purpose

The purpose of the State Education Department's evaluation is to determine whether or not vocational exploration projects meet minimum program standards of an elective course at the secondary-school level.

Program Characteristics

- Credit evaluation recognizes the educational value of nonschool-based or experimental programs that may involve experiential learning, special outreach capabilities, or novel approaches to the learning process which may serve to strengthen the traditional educational system;
- State Education Department staff train vocational exploration staff to prepare for academic evaluation;
- Three evaluators conduct a one-day comprehensive evaluation at each project site resulting in a decision as to whether or not the program is credit-worthy;
- State Education Department staff gather lists of project completers from credit-worthy projects and make credit recommendations to administrators of the schools these young people attend;
- A write-up of the program is included in an annual published by the State Education Department, and sent to administrators of participants' schools and other interested persons;
- An credit survey is taken to determine actual credit awards and attitudes of school administrators to the projects evaluated.

Relationship of Academic Credit Evaluation to JTPA

- Section 141 (o) Title II programs must meet State and local educational standards including those concerning the award of academic credit;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (8) Outreach to make individuals aware of, and encourage the use of employment and training services;

- o Section 204 (9) Specialized surveys not available through other labor market information services;
- o Section 204 (16) Vocational exploration;
- o Section 204 (21) Disseminating information on program activities to employers.

JTPA Performance Standards That May be Met by Academic Credit Evaluation

- o Section 106 (b) (2) (A) Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) (B) Secondary-school completion.

For Further Information Contact:

Division of Child Development, Parent Education
and Pupil Support Services
Room 967 EBA
State Education Department
Albany, New York 12234
(518) 474-6943

Appendix G

Management Team Model

Within JTPA, the concept of forming partnerships among divergent organizations of common purpose will necessitate fostering, or strengthening, lines of communication. The Management Team is simply a concept or a system of management which allows the funding source to communicate with its service providers. It promotes participatory decision making. This concept has been utilized by the Adolescent Vocational Exploration (AVE) Program and its member organizations (State Agencies, Private Sector and Community Based Representatives) since 1980. This system of management, if adopted within a Service Delivery Area (SDA) by a Private Industry Council (PIC), should include organizations mandated by law, organizations which are representative of major constituencies in the community, and organizations which are geographically representative of service providers.

Purpose

The purpose of the Management Team concept is to bring together representatives of affected constituencies in an effort to effectively plan and coordinate overall JTPA program policy. What is done by a local PIC could be affected by the use of the management team concept. Who is involved, the direction of communication and the style utilized for policy decisions are affected by the model's adaptation. In between regularly scheduled PIC meetings, programs of common interest meet in an effort to network their abilities. A PIC member, present at each of these meetings, acts to communicate policy determinations from the PIC and carry back the concerns of the program providers to PIC meetings thus promoting two-way communication and ensuring that all constituencies are represented as policy decisions are made.

Program Characteristics

- All major program components are represented in policy decisions;
- The model enhances project networking and agency partnerships;
- Decision making style is participatory and reflects the thinking of all program components

Relationship of the Management Team Model to JTPA Legislation

- Section 102 (A) (1) Establishment of the private industry council
- Section 103 (A) (1) Functions of private industry council
- Section 104 (A) (1) Job Training plan
- Section 105 (A) (1) Review and approval of plan
- Section 106 (A) (1) Performance standards
- Section 107 (A) (1) Selection of service providers
- Section 108 (A) (1) Limitations on certain costs
- Section 141 (C) (1) General Program requirements
- Section 142 (C) (1) Benefits
- Section 143 (C) (1) Labor standards
- Section 144 (C) (1) Grievance procedures

JTPA Performance Standards that may be met by Management Team Model

Although JTPA Standards concern educational and occupational accomplishments, a management system which fosters representative decision making and organizational and service providers linkages, technical assistance and communication must also directly effect the performance of each JTPA standard.

- Section 106 (b) (1) A Placement in unsubsidized employment;
- Section 106 (b) (1) B Retention is unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;
- Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b) (2) C Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information Contact:

Adolescent Vocational Exploration (AVE) Program
Room 967 EBA
State Education Department
Albany, New York 12234
(518) 474-6943

Appendix H

Career Education

Career education includes classroom instruction and related activities and experience which emphasize preparation for work as a goal of education. Since 1971 when Sidney P. Marland introduced the concept of career education, efforts to develop appropriate strategies and materials have received limited funding through the Vocational Education Act and the Career Education Incentive Act. Many school districts have incorporated elements of career education into their courses of study through local initiative.

Purpose

The general purpose of career education is to help students understand the many ways in which their educational experiences relate to their future roles, especially within the world of work. Students learn more about themselves, their abilities, aptitudes, interests, and work values. They also learn about the world of work, and develop decision making, planning and employability skills. Students explore, and in some cases "try-out," jobs to gain additional insights.

Program Characteristics

The following activities characterize career education programs:

- Activities which enhance student's knowledge of abilities, aptitudes, interests and values: individual and small group activities, aptitude and interest inventories, autobiographical sketches, and classroom discussion;

- Activities which focus on understanding interpersonal attitudes: classroom and small group sessions which involve discussion of the reasons which motivate individuals to act in different ways, the interdependency of individuals within a work setting, the influences of stereotyping on behavior, and other appropriate topics;

- Activities which emphasize community expectations: classroom activities to address the influence of parents on their childrens' career development, contacts with and presentations by representatives of business and industry regarding their expectations of workers;

- Activities which develop economic understanding: units, modules, and lessons incorporated in instructional programs to focus on economic systems and the responsibilities of individual workers;

- Activities which relate to career planning and decision making: development and use of comprehensive resource centers, classroom and small group instruction and experience in decision making processes, individual counseling, career speakers, field trips, job-shadowing, and development and use of assessment centers;

- Activities to promote career preparation and practice: classroom instruction/experience in interviewing, resume writing, job seeking and

securing skills, internships and other "try-out" work experiences, and basic occupational exploration and training in beginning competencies and specialized skills as appropriate.

Relationship of Career Education to JTPA Legislation

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for costs of training;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (3) Remedial education;
- Section 204 (10) Work habits;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experience;
- Section 204 (16) Vocational exploration;
- Section 205 (b) Education for employment;
- Section 205 (c) Preemployment skills for 14 year old youth and older;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School/work transition.

JTPA Performance Standards That May be Met by Career Education

- Section 106 (b) (2) (A) Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) (B) Secondary-school completion, or the equivalent thereof.

For Further Information Contact:

Bureau of Pupil Services
State Education Department
Albany, New York 12234
(518) 474-6943

Appendix I

Expanded School Health Services Projects

Expanded School Health Services Projects help youth make the transition to a productive adult role by teaching health practices, by providing direct health services and by providing referrals and follow-up to community health services. Expanded school health services provide school-aged youth with increased access to health care. This can bring about early resolution of health problems which interfere with the educational and career development process. High risk youth are targeted for services. These include students who have early antecedents of chronic disease; students with chronic and repeated school absences related to health and behavior; students who are recovering or in need of social service programs (e.g., Child Health Assurance Program and Child Protective Services); adolescent students who need an expanded school health service to respond to their health needs for working papers, vocational and special education placement and evaluation, personal-social health problems (adolescent pregnancy, drug and other substance abuse).

Purpose

The general purpose of the Expanded School Health Services Projects is to improve access to health care for students.

Program Characteristics

- School-based primary health care services are offered;
- Periodic physical examinations are provided according to a student's established health maintenance schedule;
- A physical examination is conducted by a nurse practitioner with time allowed for a careful detailed history, examination and counseling session to help establish the student's awareness and maintenance of health;
- Treatment of minor episodic illness occurs at the school site when a student is ill;
- Students with problems beyond the capability of the project are referred for community service;
- School staff are responsible for "tracking" the student's progression through the referral network to assure that problems are resolved;
- In-school coordination of community and school support services are included.

Relationship of Expanded School Health Services to JTPA

- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (11) Supportive services;
- Section 205 (b) Education for employment program;
- Section 205 (c) Preemployment skills.

JTPA Performance Standards That May be Met by Expanded School Health Services Projects

JTPA performance standards are in terms of educational and occupational accomplishments. The Expanded School Health Services projects relates indirectly to each of these standards in that good health is a prerequisite for attaining them:

- Section 106 (b) (1) A Placement in unsubsidized employment;
- Section 106 (b) (1) B Retention in unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;
- Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b) (2) C Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information contact:

Bureau of Health and Drug Education and Services
State Education Department
Albany, New York 12234
(518) 474-1491

Appendix J

Family Life Education Program

The Family Life Education Program helps youth make the transition to a productive adult role by teaching invaluable life skills and by offering youth support in times of great need. Schools have an enormous potential to help youth understand and surmount issues concerning family life and human sexuality, because of their intense involvement in the educational development of youth. Supportive services such as the Family Life Education Program have an inextricable connection to educational and occupational endeavors. Teenage pregnancy is a major cause of dropouts among high school-age youngsters. Schools are attempting, through the Family Life Education Program, to help school-age parents return to school. School-based teenage parents programs exist to create, in conjunction with area schools, community agencies and industries, a network of comprehensive services to help students better understand how to govern themselves in and outside of the classroom. Programming is aimed at developing responsible behavior, improved attendance and grades, employability skills and intelligent use of services provided by the school and community agencies.

Purpose

The general purpose of the Family Life Education Program is to assist local school districts and BOCES to address problems related to adolescent pregnancy, student parents, adolescent sexuality and family life in accordance with school districts' individual needs.

Program Characteristics

- K-12 Family Life/Human Sexuality Education: to assist students and educators (the school, parent, and communities) in providing and acquiring knowledge and understanding of the physical, emotional and social variables related to sexuality and family living, and the necessary skills to make related responsible decisions;

- Parents' Family Life/Human Sexuality Education: to prepare adults, school age parents and expectant parents to teach their children family life and human sexuality;

- Parenting Education: to provide parents and prospective parents with the knowledge and skills to meet the physical, emotional and developmental needs of their children, and to improve parent-child communication;

- Equal Educational Program for those School Age Students Who are Either Pregnant, Prospective Fathers or Parents: to assist in promoting continued attendance in a program that includes health and nutrition education and enables the students to complete their high school education;

- Schools are assisted in the planning, development and implementation of comprehensive education activities. Additionally the programs help to

encourage schools to be responsible in developing a case management system for identifying and handling problems, by linking students and parents with community resources.

Relationship of Family Life Education Program to JTPA

- Section 108 (b) (1) 70% of Title II-A funds for SDA's must be used for costs of training;
- Section 203 (b) (1) 40% of Title II-A funds for SDA's must be used for services to youth;
- Section 204 (11) Supportive services.

JTPA Performance Standards That May be Met by the Family Life Education Program

Although JTPA standards concern educational and occupational accomplishments, the life skills and support resulting from the Family Life Education Program may be considered prerequisite to such achievement, particularly for youth who lack an alternate support system. The program may therefore help to meet each of the JTPA standards:

- Section 106 (b) (1) A Placement in unsubsidized employment;
- Section 106 (b) (1) B Retention in unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;
- Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b) (2) C Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information contact:

Bureau of Health and Drug Education and Services
Room 964 EBA
New York State Education Department
Albany, New York 12234
(518) 474-1491

Appendix K

School-Based Counseling

Although a variety of counseling systems have been available for decades in schools in New York State, counseling since the mid-1970's has been especially responsive to the needs of youth who may be experiencing barriers to educational and occupational opportunity. Schools have developed a more community-oriented role for guidance counselors and counseling offices. This new role includes presentation of career and work information to students at an early age and coordination of career information not only throughout the elementary and secondary years, but also throughout college and adult life. This approach emphasizes coordination of school-based counseling work with other social service agencies in a community to eliminate duplication and better meet personal and family needs. It also encourages school counselors to get out into the community and assess needs, both of youth and their prospective employers in business and industry. The State Education Department has conducted many workshops throughout the State to assist districts in adopting this approach.

Purpose

The general purpose of school-based counseling is to assist youth to resolve a problem, and more specifically to help them establish their own methods for dealing with future problem-solving and decision-making situations.

Program Characteristics

- Through a step-by-step approach individuals are helped to clarify a problem, explore the resources and talents they have at their disposal to solve the problem, consider and analyze alternate solutions, and determine a course of action;

- Individuals learn how to understand themselves in personal, educational and career areas and how to use this understanding to their advantage;

- Individual and small group counseling assists individuals in development of self-awareness and decision-making skills, career and personal planning skills, short- and long-term education and training priorities, and coping skills;

- Follow-through counseling and coordinated community support services assist individuals in the transition to work.

Relationship of School-Based Counseling to JTPA

- Section 203 (b) (1) 40% of Title II-A funds for SDA's for services to youth;
- Section 204 (2) Job counseling;
- Section 204 (11) Supportive services;
- Section 204 (13) Education-to-work transition activities;
- Section 205 (b) Education for employment program;
- Section 205 (c) Preemployment skills program;
- Section 205 (e) School-to-work transition programs.

JTPA Performance Standards That May be Met by School-Based Counseling

JTPA performance standards concern educational and occupational accomplishment. Counseling relates indirectly to each of these JTPA performance standards since counseling may meet needs or solve problems which otherwise would impede such achievement:

- o Section 106 (b) (1) A Placement in unsubsidized employment;
- o Section 106 (b) (1) B Retention in unsubsidized employment;
- o Section 106 (b) (1) C Increase in earnings;
- o Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- o Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- o Section 106 (b) (2) C Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information Contact:

Bureau of Pupil Services
State Education Department
Albany, New York 12234
(518) 474-6943

4/11/83

Appendix L

Vocational Education Act
Postsecondary Subpart II and Section 304 Programs

As a result of financial assistance provided under the Act, eligible postsecondary agencies - community colleges, agricultural and technical college, educational opportunity centers, independent two-year college and senior colleges with approved two-year occupational associate degree programs - provide a variety of occupational education programs to serve individuals who have completed or left high school, adults who need employment-related training or retraining and persons characterized as disadvantaged, handicapped, displaced homemakers or having limited English speaking ability.

Purpose

The Vocational Education Act authorizes the Department to make grant awards to postsecondary agencies to assist them in maintaining, extending, and improving existing vocational education programs as well as developing new programs so that all persons, including those who have completed or discontinued their formal education, will have access to high quality programs of vocational training or retraining leading to gainful employment.

Program Characteristics

- Funds may be used for instruction, equipment, guidance and counseling activities, and short term training programs;
- Funded activities must be related to employment, job advancement or preparation for further occupational training;
- Postsecondary agencies must furnish evidence of maintenance of effort in their occupational education programs, and must establish local advisory committees to assist them in their programs.

Relationship to JTPA Legislation

- Section 204 (2) Job Counseling;
- Section 204 (3) Remedial Education;
- Section 204 (10) Work habits;
- Section 204 (11) Supportive services;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experience;
- Section 204 (16) Vocational exploration;
- Section 204 (19) Employment generating activities;
- Section 205 (b) Education for employment;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School/work transition.

JTPA Performance Standards that may be met by VEA Postsecondary Programs

- Section 106 (b) (1) A Placement in unsubsidized employment;
- Section 106 (b) (1) B Retention in unsubsidized employment;

- o Section 106 (b) (1) C Increase in earnings;
- o Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- o Section 106 (b) (2) C Enrollment in other training programs or enlistment in the Armed Forces.

For Further Information Contact:

Bureau of Grants Administration
State Education Department
Room 5B68, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-5705

Appendix M

Education Information Centers Program

The Education Information Centers Program provides job, career and education information and advisement to New York State adults. The Centers are located at seven pilot sites where they are a major source of information and counseling to the adult community. Five EICs are library based Brooklyn Public Library, New York Public Library in Central Harlem, Clinton-Essex-Franklin Library System, Chautauqua-Cattaraugus Library System, and Nassau Library System. The sixth site is a collaborative effort of the Regional Learning Service, Inc., a community-based organization, and the Onondaga County Public Library. The seventh site is the Westchester Education Brokering Services in White Plains.

Purpose

The Education Information Centers Program seeks to empower adults to take charge of their lives by -

- Ensuring the delivery of comprehensive and accurate educational and occupational information;
- Providing equal access to information and counseling services for all residents, with a special outreach to adults who are handicapped, disadvantaged and geographically isolated;
- Supporting those agencies currently provide information and counseling services and promoting cooperation among them.

Program Characteristics

- Program activities range from simply directing adults to appropriate materials to extensive individual and group career counseling, from workshops on preparing for employment to referrals to community agencies;
- Specially trained librarians, and in some cases, career counselors, assist adults in the search for educational and employment opportunities;
- Advisory committee composed of representatives from the community, business and industry, education, and government, advise, support, and assist EICs in responding to the local needs and priorities of adults;
- Programming, public relation activities, and networking with other community agencies are an integral part of EICs efforts.

Relationship to JTPA Legislation

- Section 204 (1) Job search assistant;
- Section 204 (2) Job counseling;
- Section 204 (11) Supportive services;
- Section 204 (13) Education/work transition;

- o Section 204 (16) Vocational exploration;
- o Section 204 (19) Employment generating activities;
- o Section 204 (25) Follow-up services with participants placed in unsubsidized employment;
- o Section 205 (b) Education for employment;
- o Section 205 (c) School work transition.

JTPA Performance Standards that may be met by EIC Program

- o Section 106 (b) (1) A Placement in unsubsidized employment;
- o Section 106 (b) (1) B Retention in unsubsidized employment;
- o Section 106 (b) (1) C Increase in earnings;
- o Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- o Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- o Section 106 (b) (2) C Enrollment in other training programs or enlistment in Armed Forces.

For Further Information Contact:

Education Information Centers
State Education Department
Room 5B28, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-5851

Appendix N

Program on Noncollegiate Sponsored Instruction (PONSI)

The New York Regents Program on Noncollegiate Sponsored Instruction (PONSI) administers a system for evaluating educational courses conducted by noncollegiate organizations. These organizations include business and industry, professional and trade associations, voluntary associations, labor unions, government agencies, hospitals, and cultural institutions. The purpose of the review system is to establish credit recommendations at the undergraduate and graduate levels for the courses which are evaluated. The courses cover a wide variety of subject areas such as accounting, apprenticeship training (automotive, electrical, and stationary engineer), auditing, banking, CETA training programs, computer science, counseling, criminal justice, early childhood education, electrical engineering, employment security, finance, hotel technology, life insurance, management, mathematics, maritime transportation, psychology, and secretarial science. The credit recommendations go to all colleges and universities in a publication entitled, A Guide to Educational Programs in Noncollegiate Organizations.

Purpose

The credit recommendations guide college and university officials in awarding credit to persons who have successfully completed such courses and who wish to use them in degree programs. As a result, the many adults taking these courses are assisted in obtaining college credit for the learning they have acquired.

Program Characteristics

- Team of three persons selected from postsecondary institutions and noncollegiate organizations reviews courses at the location of the sponsoring organization;
- Evaluation involves reviewing instructional materials and student performance records plus interviewing staff of the organizations;
- If the review team decides that a course is at the college level, it determines the amount of credit to be awarded to the course;
- Evaluation is conducted as a service to higher education institutions, to noncollegiate organizations, and to participants in their educational programs.

Relationship to JTPA Legislation

- Section 204 (1) Supportive Services;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experience;
- Section 205 (b) Education for employment;
- Section 205 (b) School/work transition.

JTPA Performance Standards that may be met by PONSI

- Section 106 (b) (1) B Retention in unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;

- o Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- o Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- o Section 106 (b (2) C Enrollment in other training programs or enlistment in Armed Forces.

For Further Information Contact:

Program of Noncollegiate Sponsored Instruction
State Education Department
Room 5A11, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-0253

Appendix O

College Proficiency Examination Program (CPEP)

The New York College Proficiency Examination Program (CPEP) is a college-level testing program offering examinations in a wide variety of subjects. The examinations are given to validate knowledge gained outside of the formal college classroom, primarily for the purpose of earning college credits, but also for satisfying teacher certification, or Regents External Degree requirements, for job-related reasons, or for personal satisfaction. College Proficiency Examinations are offered in 26 subjects in the arts and sciences, criminal justice, education, nursing, and secretarial science. An additional 28 tests in nursing and business are offered as Regents External Degree examinations.

Purpose

The College Proficiency Examination Program was established to provide a means for people who acquire college-level knowledge through on-the-job training, independent study, or other ways to validate that knowledge to earn college credit, meet teacher certification and licensure requirements, and to qualify for new jobs, promotions, or salary advancement.

Program Characteristics

- o Anyone may take College Proficiency Examinations (CPEs);
- o CPEs are offered in a wide variety of college-level subjects;
- o CPEs are offered frequently and at accessible locations throughout the State;
- o CPEs are designed to meet individual, college and employer needs;
- o Study Guides are provided;
- o Examination grades are reported to the individual and to any college, employer, or agency designated by the individual.

Relationship to JTPA Legislation

- o Section 204 (11) Supportive Services;
- o Section 204 (13) Education/work transition;
- o Section 204 (15) Work experience;
- o Section 204 (19) Employment generating activities;
- o Section 205 (b) Education for employment;
- o Section 205 (c) School/work transition.

JTPA Performance Standards that may be met by (CPEP)

- o Section 106 (b) (1) B Retention in unsubsidized employment;
- o Section 106 (b) (1) C Increase in earnings;
- o Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;

- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b (2) C Enrollment in other training programs or enlistment in Armed Forces.

For Further Information Contact:

College Proficiency Examination Program
Office of Independent Study Programs Development
State Education Department
Room 5D45, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-3703

Appendix P

Regents External Degree Program (REX)

The Regents External Degree Program of the University of the State of New York (REX) is based on the concept that what you know is more important than how or where you learned it. As a consequence, REX recognizes several alternative ways of earning college credit and provides a flexible format for earning eight associate and baccaluareate degrees in nursing, business, general studies, and the library arts and sciences. To succeed in the program, individuals need basic ability and the determination to master college learning. In spite of the obstacles faced by participants - very little money, or very little spare time, or living far from a college, or heavy job and family obligations -the program has assisted 19,000 people to earn REX degrees since 1971.

Purpose

The central mission of the Regents External Degree Program is to provide an opportunity for earning a college degree to academically able individuals at low cost, regardless of age, place or residence, prior educational credential or experience, or constrainsts imposed by occupation or family responsibilities.

Program Characteristics

- Anyone may enroll;
- There are no age, State residency or on-campus residency requirements;
- Individuals may enroll in the program at any time and take as little or as much time as they wish to complete degree requirements;
- Individuals can choose any combination of locally completed college courses, college-level proficiency tests, business and military sponsored courses, and other methods to meet degree requirements.

Relationship to JTPA Legislation

- Section 204 (3) Remedial education;
- Section 204 (10) Work habits;
- Section 204 (11) Supportive Services;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experience;
- Section 204 (16) Vocational exploration;
- Section 204 (19) Employment generating activities;
- Section 205 (b) Education for employment;
- Section 205 (e) School/work transition.

JTPA Performance Standards that may be met by REX Program

- Section 106 (b) (1) A Placement unsubsidized employment;
- Section 106 (b) (1) B Retention in unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;

- Section 106 (b) (1) D Reduction in number of individuals and families receiving cash welfare payments and the amounts of such payments;
- Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b (2) C Enrollment in other training programs or enlistment in Armed Forces.

For Further Information Contact:

Regents External Degree Program
The University of the State of New York
Room 5D45, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-3703

Appendix Q

State-Sponsored Postsecondary Opportunity Programs

Four State-sponsored postsecondary opportunity programs - HEOP, EOP, College Discover and SEEK - at 155 independent and public colleges and universities in all parts of the State annually provide access to higher education for more than 30,000 economically and educationally disadvantaged New Yorkers. The programs offer a full range of supportive services including counseling, tutoring, remedial coursework and supplemental financial assistance.

Purpose

The HEOP, EOP, College Discovery and SEEK programs have two major purposes: (1) to help break the cycle of poverty by providing severely disadvantaged populations of the State access to college and the tools to succeed there, and (2) to integrate New York's higher education system.

Program Characteristics

- 85% of students served are ethnic minorities, 55% female and 25% from public assistance recipient families;
- Students come from all parts of the State, but especially from metropolitan areas;
- Provides a comprehensive support system beginning with recruitment and ending with graduate school and career advisement;
- Programs are often advocates for non-traditional education and non-traditional students at postsecondary institutions.

Relationship to JTPA Legislation

- Section 204 (1) Job search assistant;
- Section 204 (2) Job counseling;
- Section 204 (3) Remedial education;
- Section 204 (10) Work habits;
- Section 204 (11) Supportive services;
- Section 204 (13) Education/work transition;
- Section 204 (15) Work experiences;
- Section 204 (16) Vocational exploration;
- Section 204 (19) Employment generating activities;
- Section 204 (25) Follow-up services with participants placed in unsubsidized employment;
- Section 205 (b) Education for employment;
- Section 205 (c) Pre-employment skills training;
- Section 205 (d) Entry employment experience program;
- Section 205 (e) School/work transition.

JTPA Performance Standards that may be met by State-sponsored postsecondary opportunity programs

- Section 106 (b) (1) A Placement in unsubsidized employment;
- Section 106 (b) (1) B Retention in unsubsidized employment;
- Section 106 (b) (1) C Increase in earnings;
- Section 106 (b) (1) D Reduction in the number of individuals and families receiving cash welfare payments and the amounts of such payments;
- Section 106 (b) (2) A Attainment of employment competencies recognized by the PIC;
- Section 106 (b) (2) B Elementary, secondary and postsecondary school completion, or its equivalent;
- Section 106 (b) (2) C Enrollment in other training programs or enlistment in Armed Forces.

For Further Information Contact:

Bureau of Higher Education Opportunity Programs
State Education Department
Room 5A11, Cultural Education Center
Empire State Plaza
Albany, New York 12230
(518) 474-5313

3478-Append.